

THE PERSONAL AND SOCIAL ADJUSTMENT OF
A GROUP OF PREADOLESCENTS IN
BROKEN AND UNBROKEN HOMES

By

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

The number of children living in homes with only one parent is increasing. Crescimbeni (6) stated that "Family breakdown and dissolution is a problem of national scope that affects all economic groups of our society." (p. 437) The White House Conference on Children and Youth 1960 (30) reported that 2.8 million homes (or about 11 per cent) were broken by death, divorce or desertion. Harmon (11) stated that nearly one-fifth of our total population is living with stepparents and beyond each of these children lies a home broken by death, desertion or divorce.

This investigation is designed to answer the two following questions: (1) Are preadolescents living in broken homes different in personal and social adjustment from those preadolescents living in unbroken homes, and (2) Are preadolescents living in involuntary broken homes different from those preadolescents living in voluntary broken homes?

Need for the Study

There is a dearth of scientific information concerning the effects of broken homes upon the preadolescent. Only two studies of the preadolescent from broken homes could be found. Slightly more with other

age children from broken homes were located. In addition to information concerning the effect of a broken home on the preadolescent, there is a need for scientific information to assist the remaining parent and professional workers in understanding and working with preadolescents who have been victims of broken homes.

Bartlett and Hancock (3) stated that because of the limited and conflicting information from the studies that it is difficult to evaluate the findings in this area of family life.

Torrance (26) investigated the incidence of problems among 182 adolescent boys from broken homes as compared with 182 adolescent boys from normal homes based on reports, records, and objective observations. He indicated that more research is needed and that it should be obtained with the use of more objective measures of personality.

The belief that broken homes may contribute to the personality maladjustment in children appears to be controversial. Shaw and McKay (22) stated:

It has been widely assumed that the probability of delinquency is much greater among boys and girls whose homes are broken by death of one or both parents, divorce, desertion, or separation of parents than among boys and girls who live in unbroken homes. (p. 517)

Goode (9) expressed the need for more comparison of groups of children living in different home situations such as homes under sustained conflicts, homes broken by death, and homes broken by separation of various types and under various conditions. For parents and educators it would be helpful to know more about the stresses and problems of preadolescents who have experienced a broken home.

Purpose of the Study

The purpose of this study is twofold:

1. To determine if the preadolescents living in broken homes are different in personal and social adjustment from the preadolescents living in unbroken homes.
2. To determine if the preadolescents living in involuntary broken homes are different in personal and social adjustment from the preadolescents living in voluntary broken homes.

Definition of Terms

Preadolescents, as used in this study, are those students who are ten, eleven, twelve, or thirteen years of age.

Broken Home, as used in this study is a home in which the parents are divorced or separated, or one or both parents are dead, regardless of how successfully the remaining members live together in a family.

Voluntary Broken Home, as used in this study, is a home broken by divorce, desertion or separation.

Involuntary Broken Home, as used in this study, is a home broken by death of one or both parents.

CHAPTER II

LITERATURE RELATING TO BROKEN HOMES

A review of the literature on children from broken homes revealed very few scientific studies. Two types of broken homes were reported in the literature, those broken voluntarily and those broken involuntarily. Some of the studies did not separate the voluntary from the involuntary broken homes; thus actually making a third classification of studies: a combination of any type of broken home. Most of the research reports that concerned the broken home did not differentiate between voluntary and involuntary.

Combination of Any Type of Broken Home

Monahan (14) stated that "When a child loses a parent through death, desertion, divorce, or long separation some form of deprivation is bound to result." (p. 250)

Torrance (26) in a limited study of adolescent boys in a military school found a significant difference in boys from broken homes as compared to boys from normal homes in behavior and adjustment problems. He listed their problems as behavior, emotional, social, and health.

Pierce and Langford (17) in their study of preadolescents living in broken homes and unbroken homes, found that girls adjust better than boys in a broken home and that children without parents, develop less

satisfactorily than children with one or both parents. They state that "The mere fact that a home was unbroken did not assure the good development of the adolescent's personality." (p. 46)

The fact that girls adjusted better than boys was supported in Wallenstein's (28) study when he said: A broken home situation seems to be more disadvantageous to boys than girls." (p. 748)

Monahan (14) stated in his study of family status and child delinquency that:

In comparison of delinquents with control samples and in statistical adjustment of delinquency data for age, ethnic, and neighborhood biases, the children with intact families have shown a clear and persistent advantage over those from broken homes. . . . The broken home may be regarded either as a symptom or as a consequence of a larger process but for the child it becomes a social fact with which he has to abide. In a very real sense the abnormal structure of his family may impede his own normal adjustment and in some cases may bring him to conflict with the requirements of the larger society, more so than if he were surrounded by a conventional family milieu." (p. 253)

Wallenstein (28) studied the extent to which a broken home situation is measurably associated with the character and personality development of children exposed to it. His conclusion was that children from broken homes were found to be comparatively retarded in school and that children from voluntary broken homes are inferior in many of their character and personality traits to children coming from normal homes. In economic and socioeconomic status he found the children from voluntary broken homes almost on the same level as the normal home children. This finding conflicts with the findings of Monahan (14) previously stated.

Shaw and McKay (22) in their study of delinquents from broken and unbroken homes stated "this study shows inadequate basis for the

conclusion that the broken home is an important factor in delinquency." (p. 524) These writers' findings gave no consistent relationship between rates of delinquents and rates of broken homes.

Rouman (19) made a study of 400 children living in homes: (1) in which the adult male is absent, (2) with stepparents or guardian, (3) with mother working away from home, (4) those who do not have any of the above factors (control group) by administering the California Test of Personality. He found that children living with mothers had more academic failures and rated lower in personal worth than children living in intact homes; however, the children from broken homes rated higher in self reliance and family relations. Rouman also found that children living with stepparents or guardians seem to be under the greatest strain and showed more aggressive behavior. Crescimbeni (6) in a study of the effect of broken homes on academic achievement supported Rouman's findings. Crescimbeni (6) found that children from unbroken homes scored higher in academic achievement than those children from broken homes.

Voluntary Broken Homes - Divorce and Separation

There was a difference in the findings of authors concerning the effect that each type of broken home might have upon the child. Becker and Hill (4) wrote "The suffering of a child who is deserted by one or both parents is probably more acute than a child with divorced parents." (p. 565) Becker and Hill (4) stated:

The emotional maladjustments which divorce occasions for children do not end with maturity. Instead these maladjustments tend to carry over into their adult life and make for difficulties in their own marital ventures. (p. 566)

Goode (9) supported Becker and Hill when he wrote "there is evidence that the separated home may lead to as many child problems or juvenile delinquency as divorce itself." (pp. 329-330)

Truxal and Merrill (27) stressed the emotional threat to a child when the home is broken:

The child is devoted to his parents, who interpret the world to him from earliest infancy. These emotionally charged relationships are the core of his personality, both conscious and unconscious. The dissolution of this pattern through divorce is often catastrophic for the child has lost an emotional security he may never recover. This security is granted because he is stronger, wiser, or better than other children. When he is deprived of this appreciation by divorce he may feel as if the floor had suddenly been yanked out from under him. (p. 545)

Plant (18) felt "the children of divorced parents are insecure, whatever their appearance, you will find somewhere a panicky, loss of morale, a figurative hanging of the head." (p. 814) Farnham (8) indicated that:

There can never be a breakup in the home without the child feeling that he has been deserted by one or another parent. . . .unable to change conditions, helpless to control them, powerless to understand them, he can only draw his own conclusions and make the best defense against them that he is able. His conclusions are often false and his defenses often the kind that lead to later difficulties. (p. 149)

Often the child will find compensation for the feeling of being unloved and unwanted. Abnormal behavior such as stealing and showing off will make him appear more important to his peer group. Farnham (8) stated "such a child is starved and angry, nor does he know the source of his own discontent." (p. 149)

For the children whose parents are divorced or separated there may be a conflict in loyalties. Wattenberg (29) reported that children may think the parent who left them was the better person. The child

may get in trouble and in this way can humiliate the remaining parent. Wattenberg (29) further reported that "The child may speed up his drive for independence so that he too can get away from the situation."

(p. 192)

Writing about children of divorce, Despert (7) said "not all children of divorce are in trouble." (p. 23) A clinical observer found the same relationship of emotional disturbance in children of parents who are not divorced, although they have failed at marriage, as in children of divorced parents who have made their peace with divorce.

Bartlett and Hancock (3) made an investigation to determine the extent to which the psychological needs of children from broken homes differed to those children from unbroken homes. The results of their study showed that children from broken homes do not receive as much affection nor as much recognition from adults and peers. These writers report "The loss of the father or mother creates a change in the home situation that can affect the psychological needs of a child in such a home." (p. 159)

Adams (1) found no significant connection between the sex of the parent remaining in the home and the sex of the problem child. She states "Percentages of emotional disorder behavior disturbances and delinquency were closely paralleled in the broken home and control groups." (p. 45)

Scott and Yocham (21) studied the influence of broken homes on children and found more behavior problems in the children from broken homes. Their findings were that:

The children from these broken homes are insecure, nervous, and easily

disturbed. They have difficulty with other children on the playground and do not do their best work in the classroom. Many of them crave affection and attention." (p. 205)

Neumeyer (15) noted that:

A broken home is not an isolated phenomenon. . . .even though the home may not be broken, the family may disintegrate because of a variety of conditions. Without the existence of strong deviation pressures in his social environment, it seems extremely doubtful whether the child will become involved in delinquent behavior." (p. 122)

Landis (12) does not feel that children of divorced parents can be treated as a homogeneous group as divorce affects children in a different way. Landis further noted that "divorce of parents affects children in various ways, depending upon such factors as the age of the child at the time of the divorce and how the child viewed the home situation before he learned of the possible divorce." (p. 7)

Nye (16) compared broken homes and unhappy unbroken homes and found that children from broken homes were better adjusted in the areas of psychosomatic illness, delinquent behavior and parent-child adjustment. He felt that "children of homes broken by divorce in terms of the over-all adjustment picture do not have a poorer adjustment than those from homes broken in other ways." (p. 359)

Harmon's (11) opinion was that the effects of divorce vary greatly. "To some the divorce may represent a satisfactory release from an intolerable situation. . . . It is not the divorce itself but the failing of marriage itself that creates the problem." (p. 332) Harmon (11) further reported:

Frequently the children are imbued with fears that they (the child) could have prevented the divorce, they are no longer loved, they no longer belong, and that their own lives may be a repetition of the parents' lives of conflict." (p. 332)

Goodsell (10) in her writings on problems of the family stated:

The breaking up of the home and the separation of parents cannot but react harmfully on the children. Thus little ones in a home which divorce has torn assunder suffer blindly the effects of their parents alienation and are deprived of the daily love and influence of father or mother as the case may be. (pp. 388-389)

Society often takes a negative outlook toward divorce or desertion. The child is not only living in an atmosphere of discord and discontent but must face discord with his peers. Often in cases of desertion and divorce economic status is lowered.

Involuntary Broken Homes - Death

The child from a home broken by death has no social opposition and likely receives economic assistance from both public and private sources. There must be recognition that children of involuntary broken homes are likely to have different experience prior to the break in the home situation.

Wattenberg (29) in his writings on adolescents stated:

In the death of the parent, a common pattern is built around the child's idealization of the parent. The good qualities of the dead person are amplified in imagination. Actions are judged by how he or she is imagined to view them from heaven. Such idealization may provide the young person with a personal goal in life. (p. 190)

Russell (20) in his study found children from homes in which one parent was dead were retarded academically.

Implications for the Present Study from the Literature

The following implications from the literature seem to have significance for the present study.

1. Children living in broken homes may be different in personal adjustment from children living in unbroken homes.

2. Broken homes are divided into two categories: (1) those homes broken voluntarily by divorce, separation or desertion, and (2) those homes broken involuntarily by death.

CHAPTER III

PROCEDURE AND METHOD

To achieve the purposes of this study and to test the two hypotheses the following steps were pursued: (1) the review of related literature, (2) the selection of the test to measure personal and social adjustment, (3) the development of a face sheet, (4) the selection of experimental and control subjects, (5) the administration of the test to the subjects and (6) the analysis of data and interpretation of results. Step one was presented in Chapter II, steps two, three, four and five are presented in this chapter and step six will follow in Chapter IV.

California Test of Personality

The California Test of Personality, Elementary Form AA, Appendix A was chosen as the instrument to be used to measure the personal and social adjustment of the preadolescents. The bases for selection of this measure were: (1) the elementary form of the test has standardized scores for grades four through eight, and differentiates statistically between levels of adjustment for children at the age level being studied. (2) The test is mechanically satisfactory, and the test and the manual of directions are arranged in a manner which makes for ease and accuracy in administering and scoring. (3) The

California Test of Personality appears to be among the better tests available. Buros (5) stated ". . . in spite of criticism, as personality inventories go, the California Test would appear to be among the better ones available." (p. 40) The test is most applicable for research purposes to obtain comparison between groups. (23)(25)(5)

The norms given for the California Test of Personality are the result of test data secured from 4,562 pupils in grades four to eight inclusive in schools in Nebraska, New York, Ohio, Massachusetts and California. No significant difference was found between the female and male responses. (25)

One criticism of a test of this type may be on the truthfulness of the children's responses; however, the tendency of the children to tell the truth is supported by Baker. (2) "It is generally known that children's problems are so close to their lives that they can scarcely refrain from answering what applies to them." (p. 379)

The California Test of Personality (Appendix A, p.35) is composed of 144 questions to be answered "yes" or "no". The test is divided into two sections, personal adjustment and social adjustment. Six components are included in each of these two sections with twelve questions under each component.

Development of a Face Sheet

A face sheet was designed to obtain background information and to identify children from broken homes. A pretest was given to younger children in the belief that if these children understood the items the subjects to be studied would be able to understand them. Pretest items

of the face sheet were then modified in relation to preadolescents' reactions. Final revision of face sheet is in Appendix B, p. 46.

Selection of Subjects

Public school white fifth and sixth grade pupils from Atoka and Holdenville in the state of Oklahoma were selected as subjects for this study. The two towns were selected for the testing because they were easily accessible to the investigator and the administrators in the schools were willing to have the investigation made.

Fifth and sixth grade pupils were selected because they are the age approximately in the middle of the preadolescent period and have sufficient reading skills for the investigator to assume that the pupil understood the questionnaire.

The California Test of Personality and the face sheet were administered to 325 fifth and sixth grade children which afforded thirty-seven matched pairs on April 6, 1965, and May 7, 1965. No attempt was made to administer the test to the students who were absent on the testing dates.

Matching of students was on sex, age, ordinal position, and home situation (broken or unbroken).

Administration of the Face Sheet and the Personality Test

The investigator obtained permission to administer the tests to all of the fifth and sixth grade pupils in five white elementary schools.

The subjects completed the face sheet and then the California Test of Personality was given.

After the investigator was introduced to the students by the principal, she explained the purpose of her visit to their room and secured the pupils' cooperation. The investigator stressed that there were no "right or wrong" answers but that the subjects should work for accuracy in their answers.

Directions were read aloud to the subjects on the face sheet and the California Test of Personality. The subjects were given an opportunity to ask necessary questions before they began answering.

The California Test of Personality was administered according to the manual directions (25).

The face sheet was attached to the personality test so data obtained could be accurately identified on all subjects.

The subjects completed the face sheet and California Test of Personality in the regular classroom with only the investigator present. No other person saw the results. The tests were hand scored and the results were tabulated. The test results are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The major purpose of this study was to determine if preadolescents from broken homes were different in personal and social adjustment from those preadolescents from unbroken homes. Subsidiary purposes of this study were:

1. To determine if there are sex differences in total adjustment, personal adjustment and social adjustment of preadolescents from broken homes.

2. To determine if the preadolescents from involuntary broken homes were different in total adjustment, personal adjustment and social adjustment from those preadolescents from voluntary broken homes.

3. To determine if the age of the individual at the time the home was broken made a difference in the personal and social adjustment of the preadolescents.

To achieve the foregoing purposes, data were obtained on preadolescents from broken and unbroken homes to determine their personal and social adjustment. The California Test of Personality was administered to 325 preadolescents from two public schools. The 325 subjects tested permitted the matching of 37 pairs. The subjects in the pairs were matched on age, sex, ordinal position, and home situation (broken and unbroken).

The total adjustment scores for the personal and social adjustment for subjects from broken homes and subjects from unbroken homes were analyzed by the F test and data are presented in the following tables.

TABLE I

ANALYSIS OF VARIANCE OF TOTAL ADJUSTMENT OF PREADOLESCENTS
FROM BROKEN AND UNBROKEN HOMES

N-74

		Broken Homes-37	Unbroken Homes-37		
Source	d.f.	SS	Mean Square	F	Probability Level
Total	73	25,945.51	355.42		
Pairs	36	11,082.51	307.85		
Treatment	1	337.35	337.35	.838	Not Significant
Error	36	14,525.65	403.49		

TABLE II

ANALYSIS OF VARIANCE OF PERSONAL ADJUSTMENT OF PREADOLESCENTS
FROM BROKEN AND UNBROKEN HOMES

N-74

		Broken Homes-37	Unbroken Homes-37		
Source	d.f.	SS	Mean Square	F	Probability Level
Total	73	8,657.91	118.60		
Pairs	36	3,962.41	110.07		
Treatment	1	64.34	64.34	.50	Not Significant
Error	36	4,631.16	128.64		

TABLE III

ANALYSIS OF VARIANCE IN SOCIAL ADJUSTMENT OF PREADOLESCENTS
FROM BROKEN AND UNBROKEN HOMES

N-74

		Broken Homes-37	Unbroken Homes-37		
Source	d.f.	SS	Mean Square	F	Probability Level
Total	73	6,748.72	92.45		
Pairs	36	2,870.22	79.73		Not Significant
Treatment	1	84.34	84.34	.80	
Errors	36	3,794.16	105.39		

An examination of Tables I, II and III shows that there was no significant difference in the total adjustment, personal adjustment or social adjustment of preadolescents from broken and unbroken homes. The one component in which the subjects from broken homes scored lowest was withdrawing tendencies.

TABLE IV

PERCENTILE NORMS SHOWING COMPARISON
OF BROKEN AND UNBROKEN HOMES

N-74

		Broken Homes-37	Unbroken Homes-37		
		Broken Homes	Unbroken Homes	Range of Scores	
Personal	31.00	32.43	16-66		
Social	27.84	32.18	29-69		
Total	28.73	32.02	47-134		

The fiftieth percentile differentiates between low and high adjustment. When subjects from broken and unbroken homes are compared by percentile norm both groups show low total adjustment, personal adjustment and social adjustment. The likeness of the subjects in this study could be due to low adjustment of children at the preadolescent stage of development, which is often referred to as a "stormy period." Other interpretations could be that this particular group has more problems, or the test may not discriminate effectively. The question could be raised, "Are the two groups really different?"

TABLE V

ANALYSIS OF VARIANCE OF SEX DIFFERENCES IN TOTAL ADJUSTMENT OF
PREADOLESCENTS FROM BROKEN AND UNBROKEN HOMES

N-37

		Girls-16	Boys-21			
Source	d.f.	SS	Mean Square	F	Probability Level	
Total	36	14,494.27				
Treatment	1	0.26	0.26	.00062	Not Significant	
Errors	35	14,494.01	414.11			

TABLE VI

ANALYSIS OF VARIANCE OF SEX DIFFERENCES IN PERSONAL ADJUSTMENT
OF PREADOLESCENTS FROM BROKEN AND UNBROKEN HOMES

N-37

Girls-16 Boys-21

Source	d.f.	SS	Mean Square	F	Probability Level
Total	36	5,091.89			
Treatment	1	64.14	64.14	.446	Not Significant
Error	35	5,027.75	143.65		

TABLE VII

ANALYSIS OF VARIANCE OF SEX DIFFERENCES IN SOCIAL ADJUSTMENT
OF PREADOLESCENTS FROM BROKEN AND UNBROKEN HOMES

N-37

Girls-16 Boys-21

Source	d.f.	SS	Mean Square	F	Probability Level
Total	36	3,623.57			
Treatment	1	88.01	88.01	.87	Not Significant
Error	35	3,535.56	101.01		

Data in Tables V, VI, and VII indicates no sex difference in total, personal and social adjustment of preadolescents in broken homes.

TABLE VIII

ANALYSIS OF VARIANCE OF TOTAL ADJUSTMENT OF PREADOLESCENTS
FROM INVOLUNTARY AND VOLUNTARY BROKEN HOMES

N-37

Involuntary Broken Homes-7		Voluntary Broken Homes-30			
Source	d.f.	SS	Mean Square	F	Probability Level
Total	36	14,494.27			
Treatment	1	710.75	710.75	1.80	Not Significant
Error	35	13,783.52	393.81		

TABLE IX

ANALYSIS OF VARIANCE OF PERSONAL ADJUSTMENT OF PREADOLESCENTS
FROM INVOLUNTARY AND VOLUNTARY BROKEN HOMES

N-37

Involuntary Broken Homes-7		Voluntary Broken Homes-30			
Source	d.f.	SS	Mean Square	F	Probability Level
Total	36	5,091.89			
Treatment	1	220.53	220.53	1.59	Not Significant
Error	35	4,871.37	139.18		

TABLE X

ANALYSIS OF VARIANCE OF SOCIAL ADJUSTMENT OF PREADOLESCENTS
FROM INVOLUNTARY BROKEN HOMES AND VOLUNTARY BROKEN HOMES

N-37

Involuntary Broken Homes-7		Voluntary Broken Homes-30			
Source	d.f.	SS	Mean Square	F	Probability Level
Total	36	3,623.57			
Treatment	1	231.44	231.44	2.38	Not Significant
Error	35	3,392.13	96.91		

Data presented in Tables VIII, IX and X indicate the total and personal adjustment of the subjects to be alike. The largest difference between the voluntary and involuntary group is in the area of social adjustment with the involuntary group showing the better adjustment.

TABLE XI

PERCENTILE NORMS SHOWING COMPARISON OF AGE
OF RESPONDENT AT TIME HOME WAS BROKEN

N-60

Age	1, 2, 3	4, 5, 6	7, 8, 9	10, 11, 12
Total	16.43	27.85	31.42	26.89
Personal	16.71	29.76	34.50	26.47
Social	17.29	25.31	31.08	29.00

The fiftieth percentile (24, p. 27) is designated as the point which separates the high and low adjustment. The data in Table XI indicates the adjustment of the broken home subjects to be lower than the average.

Children whose homes were broken when they were very young showed the lowest adjustment scores.

CHAPTER V

SUMMARY

The major purpose of this study was twofold: (1) to determine if there were differences in total, personal and social adjustment of preadolescents from broken homes and preadolescents from unbroken homes, and (2) to determine if there were differences in total, personal and social adjustment of preadolescents from involuntary broken homes and preadolescents from voluntary broken homes.

A face sheet was developed by the investigator to learn whether the subject was from a broken home or unbroken home. The California Test of Personality was used to measure the total, personal and social adjustment of the subjects.

The 325 subjects tested permitted the matching of 37 pairs. The subjects in the pairs were matched on age, sex, ordinal position and home situation (broken and unbroken).

The data on the California Test of Personality were treated statistically by the analysis of variance F test.

Findings

The findings of this investigation were that (1) preadolescents from broken homes were not statistically different in total, personal and social adjustment from the preadolescents from unbroken homes.

(2) The preadolescents from involuntary broken homes were not statistically different in total and personal adjustment; however, the social adjustment of preadolescents from involuntary broken homes was much higher than those subjects from voluntary broken homes. (3) There was no sex difference of subjects in total, personal and social adjustment from broken homes. (4) The lowest adjustment scores came from the preadolescents whose homes were broken during their preschool years.

Recommendations for Further Research

The investigator makes the following recommendations for further research related to this study:

1. A more representative sample to be used including ages below and above preadolescence.
2. A longitudinal study following subjects over a longer period of time might indicate whether the preadolescence period reflects temporary maladjustment of all preadolescents or if studied at another period would reflect differences between those of broken and unbroken homes.

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APPENDICES

APPENDIX A

Introduction for California Test of Personality

Hello, boys and girls. I am Mrs. Henson. I am a student at Oklahoma State University just as you are a student at _____ school. I am doing some research work and I need your help. Research is collecting information to help you answer questions. Will you help me with my research work? There are no right or wrong answers for these papers. You will not be graded on these papers and I will be the only person to see your answers. You will need your pencils.

I am going to give each of you a booklet with a face sheet attached. You are to fill out the blanks on the face sheet first. As I read the statement you will fill out the blank, and if you have any questions please hold up your hand. You are to write your name on the booklet. When you have completed your booklet please hand them to me and remain in your seat until everyone has completed the test. (Read directions from test manual.)

CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:¹

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

Personal Adjustment

- 1A. Self Reliance---An individual may be said to be self-reliant when his over actions indicated that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth---An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom---An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. Feeling of Belonging---An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.
- 1E. Withdrawing Tendencies---The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

¹Louis P. Thorpe and Willis W. Clark, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4.

- 1F. Nervous Symptoms---The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep. People of this kind may be exhibiting physical expressions of emotional conflicts.

Social Adjustment

- 2A. Social Standards---The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills---An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies---An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. Family Relations---The individual who exhibits desirable family relationships is the one who feels that he is loved and well treated at home, and who has a sense of security and self respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations---The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.
- 2F. Community Relations---The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in

community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

CALIFORNIA TEST BUREAU

publishers of educational and psychological tests since 1926

Del Monte Research Park, Monterey, California 93940/Phone: 373-2932

July 21, 1965

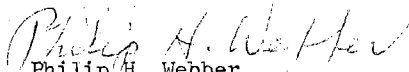
Mrs. Jeanette B. Henson
4c Corner Place, Vet. Village
Stillwater, Oklahoma

Dear Mrs. Henson:

This is a reply to your request of July 7, 1965, which we acknowledged on July 14, 1965. This letter constitutes permission for you to reproduce the Intermediate Level of the California Test of Personality, Form AA for inclusion with your thesis. The number of copies which you may reproduce is limited to the number of copies of your thesis.

We are aware of the requirement of Oklahoma State University regarding the inclusion of test instruments in theses and dissertations, and we appreciate Dr. Josephine Heffer's elaboration of this requirement.

Sincerely,


Philip H. Webber
Coordinator of
Professional Services

PHW:kvt

Branch Offices: New Cumberland, Pa./Madison, Wis./Dallas, Texas



Elementary • GRADES 4-5-6-7-8 • form AA

California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

Do not write or mark on this booklet unless told to do so by the examiner.

Name..... (CIRCLE ONE) Boy Girl
Last First Middle
 School..... City..... Date of Test.....
Month Day Year
 Examiner..... (.....) Pupil's Age..... Date of Birth.....
Month Day Year



INSTRUCTIONS TO PUPILS

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

INSTRUCTIONS TO PUPILS

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

SAMPLES

- A. Do you have a dog at home? YES NO
 B. Can you ride a bicycle? YES NO

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO to show your answer. If you have a dog at home, you would mark under the YES for question A as shown below. If you cannot ride a bicycle, you would mark under the NO for question B as shown below.

	YES	NO
A		
B		

Remember, you mark under the word that shows your answer. Now find Samples A and B on your answer sheet and show your answer for each by marking YES or NO. Do it now. Find answer row number 1 on your answer sheet. Now wait until the examiner tells you to begin.

ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can ride a bicycle, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3. Ready, begin.

SECTION 1 A

1. Do you usually keep at your work until it is done? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. Do you help other boys and girls have a good time at parties? YES NO
4. Do you usually believe what other boys or girls tell you? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. When you have some free time, do you usually ask your parents or teacher what to do? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Can you often get boys and girls to do what you want them to? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. If you are a boy, do you talk to new girls? If you are a girl, do you talk to new boys? YES NO
12. Would you rather plan your own work than to have someone else plan it for you? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 A
(number right)

SECTION 1 B

13. Do your friends generally think that your ideas are good? YES NO
14. Do people often do nice things for you? YES NO
15. Do you wish that your father (or mother) had a better job? YES NO
16. Are your friends and classmates usually interested in the things you do? YES NO
17. Do your classmates seem to think that you are not a good friend? YES NO
18. Do your friends and classmates often want to help you? YES NO
19. Are you sometimes cheated when you trade things? YES NO
20. Do your classmates and friends usually feel that they know more than you do? YES NO
21. Do your folks seem to think that you are doing well? YES NO
22. Can you do most of the things you try? YES NO
23. Do people often think that you cannot do things very well? YES NO
24. Do most of your friends and classmates think you are bright? YES NO

GO RIGHT ON TO THE NEXT PAGE

Section 1 B
(number right)

SECTION 1 C

25. Do you feel that your folks boss you too much? YES NO
26. Are you allowed enough time to play? YES NO
27. May you usually bring your friends home when you want to? YES NO
28. Do others usually decide to which parties you may go? YES NO
29. May you usually do what you want to during your spare time? YES NO
30. Are you prevented from doing most of the things you want to? YES NO
31. Do your folks often stop you from going around with your friends? YES NO
32. Do you have a chance to see many new things? YES NO
33. Are you given some spending money? YES NO
34. Do your folks stop you from taking short walks with your friends? YES NO
35. Are you punished for lots of little things? YES NO
36. Do some people try to rule you so much that you don't like it? YES NO

SECTION 1 D

37. Do pets and animals make friends with you easily? YES NO
38. Are you proud of your school? YES NO
39. Do your classmates think you cannot do well in school? YES NO
40. Are you as well and strong as most boys and girls? YES NO
41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO
42. Are the members of your family usually good to you? YES NO
43. Do you often think that nobody likes you? YES NO
44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO
45. Do you have just a few friends? YES NO
46. Do you often wish you had some other parents? YES NO
47. Is it hard to find friends who will keep your secrets? YES NO
48. Do the boys and girls usually invite you to their parties? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 C
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 1 D
(number right)

SECTION 1 E

49. Have people often been so unfair that you gave up? YES NO
50. Would you rather stay away from most parties? YES NO
51. Does it make you shy to have everyone look at you when you enter a room? YES NO
52. Are you often greatly discouraged about many things that are important to you? YES NO
53. Do your friends or your work often make you worry? YES NO
54. Is your work often so hard that you stop trying? YES NO
55. Are people often so unkind or unfair that it makes you feel bad? YES NO
56. Do your friends or classmates often say or do things that hurt your feelings? YES NO
57. Do people often try to cheat you or do mean things to you? YES NO
58. Are you often with people who have so little interest in you that you feel lonesome? YES NO
59. Are your studies or your life so dull that you often think about many other things? YES NO
60. Are people often mean or unfair to you? YES NO

SECTION 1 F

61. Do you often have dizzy spells? YES NO
62. Do you often have bad dreams? YES NO
63. Do you often bite your fingernails? YES NO
64. Do you seem to have more headaches than most children? YES NO
65. Is it hard for you to keep from being restless much of the time? YES NO
66. Do you often find you are not hungry at meal time? YES NO
67. Do you catch cold easily? YES NO
68. Do you often feel tired before noon? YES NO
69. Do you believe that you have more bad dreams than most of the boys and girls? YES NO
70. Do you often feel sick to your stomach? YES NO
71. Do you often have sneezing spells? YES NO
72. Do your eyes hurt often? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 E
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 1 F
(number right)

SECTION 2 A

73. Is it all right to cheat in a game when the umpire is not looking? YES NO
74. Is it all right to disobey teachers if you think they are not fair to you? YES NO
75. Should one return things to people who won't return things they borrow? YES NO
76. Is it all right to take things you need if you have no money? YES NO
77. Is it necessary to thank those who have helped you? YES NO
78. Do children need to obey their fathers or mothers even when their friends tell them not to? YES NO
79. If a person finds something, does he have a right to keep it or sell it? YES NO
80. Do boys and girls need to do what their teachers say is right? YES NO
81. Should boys and girls ask their parents for permission to do things? YES NO
82. Should children be nice to people they don't like? YES NO
83. Is it all right for children to cry or whine when their parents keep them home from a show? YES NO
84. When people get sick or are in trouble, is it usually their own fault? YES NO

SECTION 2 B

85. Do you let people know you are right no matter what they say? YES NO
86. Do you try games at parties even if you haven't played them before? YES NO
87. Do you help new pupils to talk to other children? YES NO
88. Does it make you feel angry when you lose in games at parties? YES NO
89. Do you usually help other boys and girls have a good time? YES NO
90. Is it hard for you to talk to people as soon as you meet them? YES NO
91. Do you usually act friendly to people you do not like? YES NO
92. Do you often change your plans in order to help people? YES NO
93. Do you usually forget the names of people you meet? YES NO
94. Do the boys and girls seem to think you are nice to them? YES NO
95. Do you usually keep from showing your temper when you are angry? YES NO
96. Do you talk to new children at school? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 A
(number right)

Page 6
CTP-E-AA

GO RIGHT ON TO THE NEXT PAGE

Section 2 B
(number right)

SECTION 2 C

97. Do you like to scare or push smaller boys and girls? YES NO
98. Have unfair people often said that you made trouble for them? YES NO
99. Do you often make friends or classmates do things they don't want to? YES NO
100. Is it hard to make people remember how well you can do things? YES NO
101. Do people often act so mean that you have to be nasty to them? YES NO
102. Do you often have to make a "fuss" or "act up" to get what you deserve? YES NO
103. Is anyone at school so mean that you tear, or cut, or break things? YES NO
104. Are people often so unfair that you lose your temper? YES NO
105. Is someone at home so mean that you often have to quarrel? YES NO
106. Do you sometimes need something so much that it is all right to take it? YES NO
107. Do classmates often quarrel with you? YES NO
108. Do people often ask you to do such hard or foolish things that you won't do them? YES NO

SECTION 2 D

109. Do your folks seem to think that you are just as good as they are? YES NO
110. Do you have a hard time because it seems that your folks hardly ever have enough money? YES NO
111. Are you unhappy because your folks do not care about the things you like? YES NO
112. When your folks make you mind are they usually nice to you about it? YES NO
113. Do your folks often claim that you are not as nice to them as you should be? YES NO
114. Do you like both of your parents about the same? YES NO
115. Do you feel that your folks fuss at you instead of helping you? YES NO
116. Do you sometimes feel like running away from home? YES NO
117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs? YES NO
118. Does it seem to you that your folks at home often treat you mean? YES NO
119. Do you feel that no one at home loves you? YES NO
120. Do you feel that too many people at home try to boss you? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 C
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 2 D
(number right)

SECTION 2 E

121. Do you think that the boys and girls at school like you as well as they should? YES NO
122. Do you think that the children would be happier if the teacher were not so strict? YES NO
123. Is it fun to do nice things for some of the other boys or girls? YES NO
124. Is school work so hard that you are afraid you will fail? YES NO
125. Do your schoolmates seem to think that you are nice to them? YES NO
126. Does it seem to you that some of the teachers "have it in for" pupils? YES NO
127. Do many of the children get along with the teacher much better than you do? YES NO
128. Would you like to stay home from school a lot if it were right to do so? YES NO
129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO
130. Have you found that some of the teachers do not like to be with the boys and girls? YES NO
131. Do many of the other boys or girls claim that they play games more fairly than you do? YES NO
132. Are the boys and girls at school usually nice to you? YES NO

SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO
134. Do you think there are too few interesting places near your home? YES NO
135. Do you sometimes do things to make the place in which you live look nicer? YES NO
136. Do you ever help clean up things near your home? YES NO
137. Do you take good care of your own pets or help with other people's pets? YES NO
138. Do you sometimes help other people? YES NO
139. Do you try to get your friends to obey the laws? YES NO
140. Do you help children keep away from places where they might get sick? YES NO
141. Do you dislike many of the people who live near your home? YES NO
142. Is it all right to do what you please if the police are not around? YES NO
143. Does it make you glad to see the people living near you get along fine? YES NO
144. Would you like to have things look better around your home? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Page 8
CTP-E-AA

Section 2 E
(number right)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 F
(number right)

APPENDIX B

Original Face Sheet

Name: _____ Date of Birth _____
 Month Day Year

Sex: Boy _____ Girl _____ Age: _____ Grade in School _____

Address _____

1. Do you live with both your father and mother?: Yes No
 (circle one)

If not, with whom do you live? Father _____ Mother _____

Other _____

2. If you do not live with both of your parents, what was your age when you started living with only one parent? _____
3. Does your father work? _____ What does he do? _____
4. How many brothers and sisters do you have living at home? _____

Living at home I have:

_____ older brothers How many? _____

_____ older sisters How many? _____

_____ younger brothers How many? _____

_____ younger sisters How many? _____

_____ twin brother or sister

_____ no brother or sister

How many brothers or sisters do you have that are not living at home? I have: _____

_____ older brothers _____ younger sisters

_____ younger brothers _____ twin brother or sister

_____ older sisters _____ no brother or sister

Revision of Face Sheet

Name: _____ Date of Birth _____
Month Day Year

Sex: Boy Girl Age: Grade in School:

Address: _____

1. Do you live with both your father and mother?: Yes No
(circle one)

If not, with whom do you live? Father _____ Mother _____

2. If you do not live with both of your parents, what was your age when you started living with just one parent? _____

3. Does your father work? Yes What does he do? He is a teacher.

Does your mother work outside the home? _____ What does she do? _____

4. How many brothers and sisters do you have living at Home?

Name

Age.

[illegible]

How many brothers and sisters do you have not living at home?

Name

Age

Final Revision of Face Sheet

Name: _____ Date of Birth _____
Month _____ Day _____ Year _____

Sex: Boy Girl Age Grade in School

Address: _____

1. Have you ever failed a grade? If so which grade? _____

2. Do you live with both your father and mother?: Yes No

(Circle one)

If not, with whom do you live? Mother _____ Father _____
Other: _____

3. If living with just one parent, is your father or mother

dead? _____ Divorced? _____ Separated? _____

4. If you do not live with both of your parents, how old were you when you started living with just one parent? _____
age

5. Does your father work? What does he do?

Does your mother work outside the home? _____ What does she do? _____

6. Give the names and ages of your brothers and sisters living at home.

First Name	Last Name	Age

7. Give the names and ages of your brothers and sisters not living at home.

Name	Age

VITA

Jeanette Bear Henson

Candidate for the Degree of

Master of Science

Thesis: THE PERSONAL AND SOCIAL ADJUSTMENT OF A GROUP OF PREADOLESCENTS IN BROKEN AND UNBROKEN HOMES.

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born at Hugo, Oklahoma, December 31, 1919, the daughter of Ed and Bessie Mae Bear; married, November 8, 1944, to Eldon A. Henson.

Education: Attended grade school at Eugene Field School in Hugo, Oklahoma; graduated from Hugo High School in 1937; received the Bachelor of Science degree in Home Economics from Oklahoma State University in 1959 with a major in Family Relations and Child Development; completed the requirements for the degree of Master of Science in Family Relations and Child Development in August, 1965.

Professional Experience: Home Demonstration Agent in Oklahoma Extension Service, 1958 to 1965.

Professional Organizations: Vocational Nurses Association, Oklahoma Home Demonstration Agents Association, National Home Demonstration Agents Association, American Association of University Women, Phi Theta Kappa, Omicron Nu.